Article

Imperial Analysis of The Transformation of Modern Higher Education

N.E. Khushnazarova[1]

1. Teacher of the Department of Social Sciences of the Nizami State University of Uzbekistan

* Correspondence: -

Abstract: This article discusses the current manifestations of modern higher education, the policies being implemented to develop higher education in the country, a number of empirical analyses of the development of education, and the role of digital technologies in the transformation of higher education.

1. Introduction

Today, in the rapidly developing world of science and globalization, one of the pressing challenges of today is to form specialists studying in higher education institutions into free, creative, critical and independent individuals who are active in political and social spheres, who are inquisitive and enterprising, and who have high spirituality and culture.

In this regard, a number of reforms and achievements in the higher education system serve as a basis for our country to compete on an equal footing with developed countries in the world arena. As times change, its demands and desires also change. That is, rational use of resources in production, access to new scientific achievements is one of the main requirements of today. Therefore, it is more important than ever to take leading foreign higher education institutions as a model for ourselves and form a new educational environment in the transformation of higher education.

In his Address to the Oliy Majlis on the implementation of priority tasks for the end of 2020 and 2021, the President of the Republic of Uzbekistan Shavkat Mirziyoyev emphasized the following in order to eliminate the problems in this regard: "… in the development of any society, raising a healthy and competent young generation that ensures its future is of paramount importance. Therefore, in order to further increase the scale and effectiveness of our reforms, we rely on our ambitious, enterprising youth, who are fully developed, competent, modernly educated and qualified professionals" [1]. As the Head of State emphasized, we need to fundamentally reform the modern higher education system based on an innovative approach, and feel a number of responsibilities in educating and training our young people, who are the owners of our growing tomorrow [2].

2. Materials and Methods

This study is based on a **mixed-methods empirical research design**, combining qualitative and quantitative approaches to analyze the transformation processes in modern higher education within the context of digitalization and globalization.

The **theoretical framework** of the research relies on the principles of **empiricism**, which emphasizes knowledge derived from experience, observation, and practical verification. From a methodological perspective, empiricism provides a reliable foundation for assessing educational reforms through real data obtained from participants directly involved in the higher education system.

The **qualitative component** includes: analysis of official policy documents, presidential addresses, and strategic development programs related to higher education reform; conceptual and comparative analysis of philosophical and sociological literature on empiricism, digital transformation, and educational modernization; interpretation of international analytical reports (OECD, global research trends).

The **quantitative component** is based on an **online sociological survey** conducted among: university students, professors and teaching staff of higher education institutions.

The survey aimed to identify perceptions of: the role of higher education in personal and professional success, the impact of digital transformation on learning quality, expectations regarding labor market competitiveness and educational outcomes.

The collected data were processed using **descriptive statistical analysis**, allowing for the identification of dominant trends, attitudes, and correlations. The empirical results were interpreted through a **socio-philosophical lens**, enabling a comprehensive understanding of how educational reforms are perceived and experienced by their direct participants.

This methodological approach ensures the **reliability, validity, and contextual relevance** of the research findings, while also allowing the integration of national experience with global educational transformation trends.

3. Results

All the reforms being implemented in the country are more than ever a joy for citizens living in this country, especially for representatives of the sector whose activities are related to the education of young people. A number of works are being carried out to train and improve the skills of personnel who will serve the interests of society and the individual. In this regard, a number of tasks have been set to empirically analyze the transformation of modern higher education and eliminate possible problems in the sector.

At this point, when we talk about empirical analysis, it is necessary to first pay attention to the fundamental meaning of the word empirical. Empiricism is a branch of philosophy of knowledge, derived from the Greek word ἐμπιρισμος, meaning "experience". It is a branch of epistemology that holds that knowledge can only be obtained through the personal experiences of individuals. Empiricism is a philosophical movement that considers human sensory experience to be the only source of knowledge. It comes as a reflection of rationalism, putting experience and sensory knowledge first.

Empiricism as a holistic epistemological concept was formed in the 17th-18th centuries, and was studied by Greek philosophers F. Bacon (1561-1626), T. Hobbes (1588-1679), J. Locke (1632-1704), D. Berkeley (1685-1753), and D. Hume (1711-1776) and were able to explain science with their ideas.

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[1]Empiricism (from Greek, "experience") is a school of epistemology that teaches that knowledge can only be obtained through personal experience.

Philosopher Francis Bacon's empiricism, putting human sensory knowledge first, tries to understand the world not only by intuition and its description, but also by the human mind. He tries to justify human memory, imagination and thinking in a separate way.

John Locke's empiricism, on the other hand, differs from Bacon's views in that it argues that things that previously existed in the senses do not exist, that all knowledge begins with experience, and experience with sensations, that the human mind is like a "clean slate" at birth, and that no "innate ideas" can exist.

In this regard, Berkeley believes that all things are "a collection of our perceptions," that perceptions themselves are objective reality, and that "things are perceptions". David Hume, like other philosophers, such as Locke, believes that human perceptions are in reality and the external world, while Berkeley believes that they are in the soul or in God. Hume, relying on Empiricism, concludes that we cannot perceive the external world through our perceptions, that our perception does not allow us to perceive not only what exists, but also what does not exist.

Some features of empiricism can also be found in positivism and neopositivism (logical empiricism). E.S. Milltanil can also be mentioned as the main representative of empiricism in the 19th century [4].

Also, one of the most important tasks of social philosophy is to verify theoretical knowledge in practice, that is, on an empirical scale, and to come to a clear conclusion on the basis of experience on the basis of the put forward hypothetical issues. It opens up a wide range of possibilities for determining the level of knowledge formed in the human mind about the existing reality in the issue under consideration and assessing them. Therefore, through a sociological approach, it becomes possible to study the opinions of professors and students, who are real participants in the process of transformation of modern higher education, to understand the tasks set, to consider the problems on this path and to develop proposals and recommendations for their elimination.

It can be noted here that through empirical analysis of the higher education system, it is possible to eliminate possible problems in the field. Since we live in the information age, it is possible to observe the achievements and shortcomings in the field through empirical analysis by conducting a survey of professors and students working in higher education. The results of the experiment show that young students are realizing that they can know their potential and overcome their shortcomings by improving their knowledge.

The results of the online survey show that, according to the participants, having a higher education is considered to be a guarantee of a higher salary, increased prestige and a prosperous life. This means that in order to compete in the labor market and to be able to apply for any field through advanced knowledge in various fields, one needs the best knowledge. They are realizing that education is the main area for success in life, for achievements in their profession, for feeling self-confidence in society and for taking bold steps towards their goals without deviating from them [3].

It is clear from this that knowledge is required from a person, from the process of understanding the world in a person to achieving the latest achievements of the information age. Therefore, from professors to students, they can achieve the highest goal they have set themselves only if they have deep knowledge, making full use of all the opportunities to find their place in society.

Today, it is clear that the transformation processes in higher education require retraining of personnel based on foreign experience and their education in accordance with the requirements of the times in order to firmly master the level of comprehensive knowledge. In carrying out transformation processes, it is necessary to establish a number of works with professors and teachers who study in higher education

institutions and teach students. Now the main issue is that a number of specialists working in this system should work with students and professors, applying their theoretical knowledge in practice. Continuous digital experience, independent research on themselves and easy access to digital information resources are becoming an easy matter [5].

It is worth noting that a fundamental reform of the higher education system is a key issue facing society. If we act with this in mind, we will achieve our goal. Today, we live in a time of unprecedented changes taking place in the world, and scientific achievements are increasing day by day.

The President of the Republic of Uzbekistan announced on December 20, 2025, that "an important agreement was signed in Tokyo between leading countries of Central Asia and Japan in the fields of education, medicine, digital technologies, infrastructure and industry" [2]. The main goal of these agreements is to raise each sector of our country to higher levels.

They say that the world is ruled by numbers. In fact, they show how the world is ruled [6]. The introduction of digital transformation in modern higher education has led to an increase in the creative activity of university students, an improvement in the quality of education, and an increase in the feeling of full satisfaction of the demand for education. In addition, since universities play a key role in preparing human capital for the digital economy in the process of digital transformation, the quality and relevance of higher education directly affect the development of the labor market and the national innovative potential [7]. This puts forward a number of priority tasks for universities in the education system.

Indeed, in the era of accelerating digitalization and globalization, higher education requires a rethinking of its functions, the systematic introduction of development strategies and innovative digital results[8]. This will allow higher education to further solve the problems it faces. Therefore, we can expect an acceleration of the results expected to be achieved through the introduction of modern information technology tools in the higher education environment. In this regard, it is more important than ever to try out the foreign higher education system as a model. In this regard, the establishment of cooperation with foreign universities is bringing much faster results.

According to research by the Organization for Economic Cooperation and Development (OECD), future education systems will operate as decentralized digital ecosystems, with decision-making shared among a wider range of stakeholders, including government leaders, employers, a range of stakeholders, faculty, and students [11; 12]. Such a transformation will require the digitalization of the entire range of institutional processes – curricula, pedagogical models, assessment formats, student engagement, academic governance, and external collaboration.

4. Discussion

The findings of this study confirm that the transformation of higher education is perceived not merely as a structural reform, but as a **strategic social process** directly linked to the formation of human capital in the digital era. Empirical evidence indicates that both students and academic staff increasingly associate higher education with economic security, social mobility, and professional self-realization.

The results demonstrate that digital transformation positively influences students' motivation, creative activity, and engagement in the learning process. This supports international research findings which argue that higher education institutions play a decisive role in preparing societies for participation in the digital economy. At the same time, the study reveals that digitalization alone is insufficient without parallel investments in human resources, pedagogical competencies, and institutional culture.

From a socio-philosophical perspective, the empirical data validate the relevance of empiricism as a methodological approach to evaluating educational reforms. Practical experience, personal perception, and real participation emerge as key indicators of reform effectiveness, reinforcing the idea that educational modernization must be grounded in lived social reality rather than abstract policy objectives.

Furthermore, the discussion highlights that cooperation with foreign higher education institutions accelerates the adaptation of innovative practices, enhances academic mobility, and strengthens institutional resilience. This aligns with OECD projections that future education systems will function as **decentralized digital ecosystems**, involving multiple stakeholders in decision-making processes.

However, the study also identifies challenges, including uneven digital competencies among faculty, the need for continuous professional retraining, and institutional readiness for systemic transformation. Addressing these challenges requires an integrated approach that combines digital infrastructure development, human capital investment, and governance reform.

5. Conclusion

In conclusion, the transformation of higher education should be understood as a **dynamic and ongoing process**, where empirical feedback from students and educators plays a crucial role in shaping effective policies. The successful implementation of digital transformation strategies will ultimately determine the ability of higher education systems to meet the demands of globalization and ensure sustainable societal development.

In conclusion, it is expected that by digitally transforming the modern higher education system, we will be able to achieve an educational system that is equally competitive with modern foreign higher education institutions in the future.

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